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ABSTRACT

This newsletter discusses the teaching and role of English around the world. Articles also cover English-language media in a given country, and the opportunity and need for understanding and speaking English in that country. This particular issue contains items on English-language education and use in Malaysia, Singapore, Israel, Jordan, Tunisia, and Morocco. The initialed article in this issue discusses the use of English at the United Nations. (VM)

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ENGLISH AROUND THE WORLD

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ENGLISH AT THE U.N.-- A NEW LINGUA FRANCA?

By JOHN M. CATES, JR.

The growing use of English world-wide as a diplomatic language should be of particular interest, not only to members of the English-Speaking Union, but to all potential speakers of English around the globe.

Nowhere perhaps is this better illustrated than at the United Nations where, of the 126 Delegations, 80 currently receive their basic working documents in English. At least 15 more request copies in English in addition to those they receive in one of the other "official languages": French, Spanish, Russian and Chinese.

It is important to bear in mind the composition language-wise of the United Nations as it has been influenced by states which have come into existence following World War II. Prior to that war, although English was widely spoken, French was unquestionably *the* diplomatic language. Diplomatic representatives of the European powers all spoke French, as did many of the representatives of the Spanish-speaking South American countries. Most of Africa and a good part of Asia at that time were under European domination, and French, English or Dutch were spoken in addition to the indigenous tongues.

This traditional situation continued for a bit after World War II. I recall early United Nations meetings of the Economic and Social Council, its Commissions and the Specialized Agencies, where certainly as much French was spoken as English. For example, in meetings in the late 1940's French was the language commonly used by representatives from such countries as Portugal, Italy, Greece, Egypt, Turkey, Brazil, Czechoslovakia, Bulgaria, Poland, Yugoslavia and Switzerland, as well as by the French-speaking countries of France, Belgium, Luxembourg, Haiti, Lebanon, and Syria.

The situation has changed rather drastically some 20 years later. Of the French-speaking countries mentioned above, all except France, Belgium

(Continued on page 2)

MALAYSIA AND SINGAPORE, WHERE LANGUAGES MEET

There are valid reasons for considering the place of English in Malaysia and Singapore within the confines of a single article, although there are important differences, as will appear.

Malaysia, your encyclopedia will tell you, is an elective constitutional monarchy situated in Southeast Asia at the southern end of the Malay peninsula (excluding Singapore), and on the northern part of the island of Borneo.

The Republic of Singapore occupies a group of islands, the largest of which is Singapore itself, at the southern extremity of the Malay peninsula. Both Malaysia and Singapore were formerly under British control, and for a period of somewhat less than two years in the early 1960's the two were rather uneasily linked together in the Malaysian Federation. Then in August 1965 Singapore split off, shortly thereafter became a member of the United Nations on its own, and in October 1965 was admitted as the twenty-second member of the Commonwealth of Nations.

The population of Singapore is estimated at about 80% Chinese, 12% Malay, and 7% Indian and Pakistani. The same ethnic groups are represented in Malaysia, although the Chinese percentage is considerably less. To deal with the ethnic situation, education has been organized in terms of "streams," representing the various communal groupings—and also including English.

Let us go to Malaysia first, for a report from the spot. We have this from Kuala Lumpur.

"Since Malaysia and Singapore were formerly colonies of Britain, English is widely used here. Malaysian society is made up of Chinese and Malays in fairly equal proportions, with a sizeable Indian population as the third significant racial grouping. During the colonial period, the racial groups here found it to be more advantageous to learn English rather than to learn one of the other communal languages. Thus English became the *lingua franca* among the educated. This pattern has

(Continued on page 3)

EL 003 408

The U.N. Security Council in session. United Nations Photo

A U.N. Interpreter at work. United Nations Photo

ENGLISH AT THE U.N. *(from page 1)*

and Haiti now seem to prefer to speak English in meetings at the United Nations and its Commissions. Many of the delegates whose national language is neither English nor French are fluent in both tongues, and may vary their language from committee to committee. However, for official statements, English seems to have the edge.

Of the new nations, representatives of the former English colonies in Africa, in Asia, and the Caribbean all speak English. In the Pacific, the Japanese, the Koreans, the Indonesians, the Thais, and the Chinese, as well as representatives of former English colonies, speak English. The representatives of the former French colonies in Africa and Asia speak French, although many of them now have an interest in learning English as an extremely useful tool.

One of the problems at the United Nations involves communicating in informal meetings—corridor conversations, dinners and small informal working groups. Generally speaking, the language used in these is English as being most widely understood.

In considering the U.N., the public often thinks only of the great spectacles in the Security Council and the General Assembly. However, informal contacts among delegates are often much more important. Furthermore, according to the U.N. Charter, one of the main organs is the Secretariat whose members do the research and produce the documents on which the committees and councils base their debates, and who report the results. Now, although the U.N. Charter provides that there are two so-called "working languages," English and French, which are to be used interchangably, English remains the main language of communication at the U.N. despite intensive French-language training given to Secretariat members. Thus, the major part of U.N. documentation produced in the Secretariat is drafted in English, and then translated into French or other languages according to the rules of procedure of the committees involved. It would thus appear that the majority of the people at the U.N. "think" in English, whether as their first or secondary language.

It is not surprising that English has remained as the secondary language, and the main means of international communication, in areas once controlled by England, such as the great Asian countries of India and Pakistan, which have well developed indigenous languages of their own. It is worthy of note, however, that English has spread into non-English-speaking areas in Asia, South America, and Africa, as a result both of diplomatic usage and commercial requirements. This growth of English has been a normal process, neither forced nor officially encouraged. The main incentive has been its convenience. It would be interesting to contemplate the results of a drastic change in this secondary language pattern if nationalist states began chauvinistically to insist on the use of indigenous languages. The burden, not only on the chanceries of the world, but on the great international commercial enterprises, would be staggering. Although, naturally, United States and English exporting firms have much material translated into foreign languages, the widespread use of English is surely an extraordinary commercial advantage.

With the above in mind, would it not be worthwhile to organize an intensive campaign to foster the continued and expanding use of English around the world? Some encouragement would seem necessary to its survival in areas well served locally by indigenous languages other than the official languages of the U.N.

The United States Information Service, in connection with various American Centers, has established local programs as has the British Council. However, what would seem necessary is a massive approach to the teaching of English, and to the supplying of good English books and periodicals, as well as English-language tapes for both radio and television entertainment programs. The cost of such programs would be infinitesimal when com-

(Continued on page 6)

MAYLASIA AND SINGAPORE *(from page 1)*

not changed too much in the years since independence. Many of the country's leaders converse more freely in English than they do in their 'native tongue'. The best primary and secondary schools continue to be the English-stream schools.

"Malay has been for well over two years the national language of Malaysia but until quite recently no serious moves were made to change the language patterns described above. Lately some fairly strong moves were made to implement the 'national language' policy, e.g., communications to and from government bureaus must be in Malay and steps have been taken to substitute Malay for English in the English-stream national schools, beginning with the first grade in 1970 and moving ahead one grade per year until by 1987 when all grades—first through University—will use Malay as the medium of instruction. The English stream will change to Malay first, followed, no doubt, by the Chinese and Tamil schools. [Tamil: oldest, richest, and most highly developed of the Dravidian languages of south India—Encyclopedia Britannica.]

"The purpose behind the national language policy is to increase the use of Malay as the *first* language, not to decrease the use of any *second* language including English. English will continue to be taught but it will not be the medium of instruction. My guess is that if this policy is fully implemented there will eventually be some loss in the quality of English used. But I would also guess that because of the long history of multi-lingualism here, educated people will continue to handle two tongues—the second of which will be English.

"Radio and television programming in Malaysia is carried out in four languages—English, Malay, Chinese, and Tamil. About 70% of TV programming is in English, followed by Malay and Chinese in equal proportion, and relatively little Tamil. Radio Malaysia broadcasts over three separate stations—an English-language station, a Chinese-language station, and a Malay-language station.

"Malaysians in a position to pursue their studies abroad usually travel to Britain, Australia or the United States. Some Malaysians study in India and Ceylon and some in Hong Kong, Taiwan and Singapore, although attendance at Chinese-language schools is officially discouraged."

As for Singapore, our authority there has this to say:

"Malay is officially the national language of Singapore; it is, however, a weak national language as can be seen from the following figures:

"There are 517,885 students in Singapore primary and secondary schools. Of these, 304,651 are in English-medium schools, 175,278 in Chinese-medium schools, 36,142 in Malay-medium schools, and 1,814 in Tamil-medium schools. Students commence primary school instruction at age 6. While English is not a compulsory subject it is a strong favorite of most students.

"All teachers of English, whether as a 'first language' in English-medium schools, or as a second language in other language streams, must be graduates of English-medium schools. In business and commerce, the sciences and technology, and the civil service, English occupies the prime position of importance in Singapore.

"At the university level in both the University of Singapore and Singapore Polytechnic, English is the medium of instruction. At Nanyang University (the second major university) and Ngee Ann Technical College, Chinese is the medium of instruction."

Our correspondent adds that both the British Council and the U.S. Information Service have been particularly active in supporting Singapore's Regional English Language Centre and its Teacher Training College. This brings us to our next article.

Architect's drawing of proposed 16-story Regional English Language Training Center to be built in Singapore.

A CENTER FOR ENGLISH TEACHING IN SINGAPORE

The editors of this newsletter have been enormously impressed by a program currently underway involving the "SEAMEO Regional English Language Centre" in Singapore. The initials stand for Southeast Asian Ministers of Education Organization.

This program was conceived in November 1966 at a conference in Manila of the above-mentioned Ministers of Education. The fundamental aim is the improvement of standards of teaching English as a second or foreign language in the seven SEAMEO countries, namely Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam. At present the Centre is offering twice yearly an intensive four-month course leading to a Certificate in the Teaching of English as a Second or Foreign language. It is expected that by the end of 1970 one hundred senior educators (lecturers, principals, supervisors, and senior teachers) from the SEAMEO members will have attended this course, in which the latest developments in theory

(Continued on page 6)

ENGLISH IN ISRAEL-- THE OLD AND THE NEW

We have received during the the last several months a detailed report on "English in Israel," written expressly for the E-SU-U.S.A. by Miss Ruth Aronson, Coordinator of English Language and Linguistics at Tel Aviv University. Miss Aronson is intimately involved at present with the revision and publication of a series of texts in English as a Second Language (intermediate level) for the above-mentioned University. Following is a brief condensation of her thoughtful remarks.

As for general background, Miss Aronson has this to say:

"English became established as an official language during the period of the British Mandate of what was to become the State of Israel (in 1948). To this day, road signs and other official notices are printed in Hebrew, Arabic, and English.

"Most of the older generation of oldtimers, who lived in Israel during the British Mandate, have some knowledge of English. This is not true of the younger generation (outside of the English taught at school), who are, by and large, monolingual speakers of Hebrew—or Arabic—except insofar as they are the children of immigrant families where languages other than Hebrew are spoken in the home—still a widespread phenomenon in this country. A small proportion of these immigrants stem from English-speaking countries such as the United States and Canada, the British Isles, South Africa, or Australia.

"There is a general recognition of the importance of English as a means of international communication for a country whose language, (modern spoken Hebrew) is restricted to the less than three million inhabitants of Israel (written Hebrew being the language of religious study and prayer for Jews throughout the world). English is needed for the purposes of trade and commerce; for tourism; for contact with the very large Jewish population in the diaspora, particularly in the U.S.; and above all for the study of professional and technical literature in the universities, in technical colleges, and in various training institutions catering to both the military and/or civilian sectors of the population. Although many texts are available in Hebrew—either in the original or in translations—advanced studies and technical specialization are virtually impossible without an extensive reading knowledge of English.

"Moreover, many students go abroad to do their graduate work (the first degree is generally taken locally) in a wide variety of fields, including the humanities and social sciences, medicine, engineering, science, and so on. The majority of Israelis seeking advanced studies abroad favor the United States or Britain, a smaller number preferring continental Europe. Israelis also participate actively in numerous international institutions, and frequently attend conferences and congresses where the language most generally in use is English. In addition, Israeli technical assistance in underdeveloped countries is to a large extent conducted through the medium of English."

Miss Aronson goes on to point out that, ever since the establishment of the State of Israel in 1948, English has been the first foreign language taught in nearly all elementary and high schools, Hebrew being the language of instruction. (An exception is made for Arabic-medium schools, in which Hebrew is a first and English a second foreign language, and for a small number of high schools in which French is the first foreign language). Until 1968, English was taught as a compulsory subject over a seven-year period. As a result of certain innovations made during that year, English is now started in Grade V, so that a full course of studies lasts eight years, two on the elementary, three intermediate, and three on the advanced level.

"By and large," says Miss Aronson, "elementary school teachers of English in Israel are qualified insofar as general teaching methods and classroom procedures are concerned, but lack suitable training in the Teaching of English as a Foreign Language and an adequate command of the English language to make their teaching truly effective." Not surprisingly, "high school teachers have a better command of this subject matter—this is particularly true in the case of teachers who are native speakers of English, although many of these lack suitable training in teaching methods. Moreover, a large proportion of those teaching English in the high school system still consider their major task to be that of teaching literature and literary values rather than providing a sound basis in the language itself.

"In general, the trend over the past few years has been for more native Israelis and other young people who are themselves graduates of the local high school system to go into the field of English teaching. This has the advantage of ensuring the teachers are familiar with the background and mentality, as well as the native language of their students. It also means, however, that the younger generation of English teachers includes people whose own command of the language is largely inadequate, particularly with regard to spoken English."

Among promising recent developments Miss Aronson cites the Tel Aviv University Project, "English for Speakers of Hebrew," under the direction of Professors Daniel A. Fineman and Robert B. Lees. Inaugurated in 1967, this project was originally financed by the Department of Health, Education, and Welfare of the U.S. Government, and subsequently by the Israel Ministry of Education and Culture. The aim is to construct a linguistics-based set of teaching materials for the entire eight-year course of English studies. At present two sub-projects are proceeding simultaneously, one on the elementary level directed by Elite Olshtain, and one on the intermediate level, which (as previously mentioned) Miss Aronson herself supervises. For the first time

(Continued on page 8)

THREE ARAB COUNTRIES HEARD FROM

To accompany the relatively long article on "English in Israel" found elsewhere in this issue, we are publishing brief comments from sources in three "Arab" countries, one of which, Jordan, was formerly under British control, and two of which, Tunis and Morocco, have been until fairly recent date under French administration.

1) From Amman, our informant notes that "English is in a very real sense of the phrase the second language of Jordan. From the Jordanian student's fifth year in school until his last it is a compulsory subject, the only foreign language he is required to learn. A number of private schools in Jordan use English extensively, if not primarily, as the language of instruction, but this has decreased significantly since passage of the Education Act of 1964, which requires all Jordanians to pass a number of examinations in Arabic.

"Since the June war of 1967, there has been no English-language newspaper in Jordan. But a Beirut English daily, the Paris *Herald Tribune*, and a number of British newspapers are available, as well as the major British and American mass circulation magazines. The almost universal availability of these periodicals suggests that they are widely read. Radio Amman broadcasts in English seven and a half hours a day, television Amman offers a 15-minute English news show every night, and approximately 30 percent of its other programming is in English with Arabic sub-titles. The majority of Jordanian students who study abroad attend schools where English is the language of instruction, either such Middle Eastern institutions as the American University in Beirut or schools in the United States and England.

"During the summer of 1969 the British Council and the American Center (USIS-sponsored), jointly with the Ministry of Education, promoted a four-week Seminar in English Teaching for 137 Jordanian teachers of English. This experiment was so successful that not only has a seminar, with the same sponsors, been planned for the summer of 1970, but a similar seminar is being conducted this spring, designed for Jordanian classroom teachers.

"If the Jordanians' knowledge of English is to be further generalized, the quality of teaching must be improved through better teacher training and the adoption of more realistic curricula."

2) A source in Tunis reports as follows: "Of course, Tunisia is a Francophone country; however, English is becoming more and more prevalent. The government is encouraging the study of English to fill a need in Tunisia's growing tourist industry, as well as in business and in the government itself. Approximately 300 Tunisians and 120 Peace Corps volunteers teach English in lycées and other secondary schools around the country. Study of English begins during the fourth year of lycée, when the student is about 17 (though there is talk of moving this back to the fifth year, ostensibly to permit the student to concentrate on Arabic and French before starting on English).

"If we bear in mind the fact that French is not really a foreign language among educated Tunisians, we can say that English is by far the most popular foreign language among students. Furthermore, English is taught to hundreds of adults at the Bourguiba Institutes of Language in Tunis, Bizerte, Sousse and Sfax, and two more institutes are due to open soon in other cities. Although the vast majority of Tunisians who continue their studies abroad go to France, there are perhaps 100 studying in the United States, and, according to local estimates, perhaps 40 are studying in England.

"English is definitely becoming more common in Tunisia, especially due to the Bourguiba Institutes and the developing tourist trade. A greater number of qualified teachers would certainly find eager students to teach."

3) Our correspondent in Rabat observes that "in Morocco, it is hardly correct to consider French as the first foreign language, as in many ways and in many schools it takes precedence over the official Arabic, being the vehicle for both natural and social sciences." As for English, it is taught for only three years before the end of the secondary course, which "hardly seems sufficient," in our correspondent's opinion. Nevertheless there has been, in the last few years, an "explosion of enthusiasm for learning English." University departments which did not formerly require English are now doing so, and students in all the university-level institutions (mining, engineering, administration, agronomy, statistics, etc.) get at least two hours of English instruction per week. Meanwhile, the American Language Center is at its highest peak and many applicants are being turned away. There are branches of the Center in Rabat, Casablanca, Fes and Tangier, and a current enrollment of over 1400 students. The British Council is also active, and there are two private British organizations in Rabat and Casablanca.

Along with an "expanded program at the secondary level," our correspondent feels that the greatest need, as far as English in Morocco is concerned, is for "more and better-trained teachers." [Somehow this last suggestion seems to have a familiar ring! Ed.]

SKÅL!

In the first issue of our newsletter we published an item entitled "Encouraging News from Denmark," which contained this observation: "One of the remarkable things about English teaching here is the exceptional maintenance of quality. *Although Danes are taught English by other Danes, the standard approaches native excellence.*" (Italics are the editor's).

We have now received a report from Stockholm, which parallels in many ways our information from Copenhagen. Once more we quote:

(Continued on page 6)

ENGLISH AT THE U.N. *(from page 2)*

pared to the extent of the built-in benefits on which the United States and the British Governments and their great commercial firms rely as a result of the widespread use of English.

Such a campaign should be organized not with nationalistic overtones but should be based on the necessity of keeping alive some widely spoken common language. Every means should be taken to avoid an impression that the use of English threatens indigenous literature or culture. Emphasis should be placed on English in some areas as the first "second language," which would enrich and strengthen local culture and foster communication. Of course, in those newer countries with no widespread indigenous language, every effort should be made to keep English as *the* language.

Returning again to the United Nations, day-to-day experiences of people working, negotiating and socializing has brought into sharp focus the importance of a diplomatic *lingua franca* suited to modern universal needs. I think it is safe to say that all but a dozen or so Permanent Representatives at the United Nations speak sufficient English to carry on working conversations. Each Mission has at least one officer who speaks English.

To list all of the countries whose representatives seem to prefer to speak in English at official U.N. meetings would require more space than we have available. However, such a listing would not imply that representatives of the unlisted states do not speak English. In my personal experience, diplomats from the South American Spanish-speaking countries speak excellent idiomatic English, and are able to write English as fluently as Spanish. The same is true of the representatives of Spain and Portugal, and of many of the French-speaking African countries. The long and the short of it is that the widespread use of English is not only a great advantage to those countries in which English is the common internal means of communication, but an equally great advantage to non-English-speaking countries once their representatives leave the confines of their own borders. This places upon the United States and the Commonwealth a responsibility to encourage, partly through free or inexpensive instruction, the expanding growth of English as a near-universal means of communication, in short a new "lingua franca" for the world.

(Editor's note: Mr. Cates, currently with the United States Mission in Geneva, was until January 1970 Counsellor for Liaison Affairs of the U.S. Mission to the United Nations, climaxing a period of six and a half years at the U.N. Mr. Cates' familiarity with this organization goes back, however, much further, since between 1947 and 1952 he was working actively with U.N.-related special organizations. In fact Mr. Cates has been an intimate and interested observer of the U.N.'s evolution virtually since its founding.)

SINGAPORE *(from page 3)*

and practice will be brought into play, with special reference to particular problems in a given country.

A recent letter from Singapore advises us that:

"On the questions of staff, beside the Director, Registrar and Bursar and Librarian and Head of Information Centre, we have five full-time teaching staff, six part-time teaching staff and two professional assistants. Three members of the full-time teaching staff are with us through arrangements with the British Council while two members are with us under the auspices of USAID. The part-time teaching staff comes from universities and colleges in Singapore and the professional assistants have been provided by the Singapore Ministry of Education. The Director of the Centre is Mrs. Tai Yu-lin."

In November 1969, His Excellency Mr. Ong Pang Boon, Singapore's Minister for Education, laid the foundation for the permanent Centre, a 16-story building in Orange Grove Road, to be opened in 1972. Earlier last year an agreement had been signed between Singapore, SEAMEO and the United States, under which the U.S. government is providing $5,250,000, matched by an equal amount from Singapore, for the construction of the permanent Centre and to finance its operations.

SKÅL! *(from page 5)*

"The study of English in Sweden is vigorous and effective. Teachers of English are carefully observed and instructed in seminars and special study groups by 'consultants,' advisors responsible to the Department of Education. Most young Swedes are more or less fluent in English, which has replaced German, until recently the second language."

There is one more interesting parallel between the two reports. Our informant from Copenhagen observes that "British English" is still considered the standard in Denmark "although there is less intolerance than formerly toward the educated American dialect." And from Stockholm we learn that "the emphasis is on the British standard of English, though American speech patterns are increasingly acceptable."

To the editors of this newsletter, the situation is perfectly understandable. It seems to us just as logical that a Dane or Swede, who finds himself in close proximity to the British Isles geographically and may to some degree be linked economically, should prefer a British form of speech, as it is for a Latin American, shall we say, or a citizen of Japan, who contemplates further studies in the United States, to imitate as well as he can American forms. We refer the reader to a brief article in our November issue, entitled "Is Fragmentation A Danger?" We gave it as our opinion then that, as long as local variants of English remained mutually intelligible and easily intelligible, there was no harm —and indeed some merit—in a broad span of local differences. In plain Anglo-Saxon—"vive la différence!"

LETTERS TO THE EDITOR

To the Editor:

Thank you most warmly for sending me your highly informative newsletter. I have read it through with great interest, and it seems to me that it serves a very useful purpose. I hope you will continue with additional issues, and place me on your permanent mailing list.

If I may voice a suggestion, it would be that if possible, comparative figures should be given for the study of English and other modern languages in various countries or regions. These figures, I believe, could be obtained from the Ministries of Education of the various countries. If some sort of historical study of changing language study patterns could be established, that would be even more to the point. To illustrate: about ten years ago I managed to locate a comprehensive set of figures issued by the Italian Ministry of Education, listing the precise number of students of the various languages at all educational levels in Italian public schools and universities. I was surprised to find French outstripping English by something like ten to one. This pattern has undoubtedly changed in recent years, and it would be interesting to know to what extent it has changed.

Mario A. Pei
New York N.Y.

Any suggestion from Mario Pei is worthy of serious consideration. Professor Emeritus of Romance Philology at Columbia University, Dr. Pei is the author of some forty books, among which we might cite "The Story of Language," "One Language for the World," The Story of English," and "The Many Hues of English." We too are interested in the present status of English in Italy—as compared to French and other languages—and plan to pursue this matter further.

To the Editor:

Your newsletter *English Around the World* has recently come to my attention. I have just finished reading your first issue, November 1969. Despite the proliferation in recent years of journals devoted to spreading English throughout the world your newsletter fills a real gap. No single publication I am aware of is devoted to objective reporting of facts and developments about the spread of English everywhere in the world.

For a giant leap forward the great need now is an annual yearbook containing up-to-date information about the number of speakers of English, learners of English, teachers of English, users of English in business, trade, advertising, science, education, radio, television, aviation, journalism, postal services, etc. in every country in the world. I hope your newsletter is the seed for the development of such a yearbook.

Curiously enough, its title is identical with that of a series of text materials for the teaching of English as a second language which I have had a hand in producing. Its first level materials were published by Scott, Foresman on January 1, 1970.

I'm not sure whether your newsletter is the herald of our series or our series the herald of your newsletter or whether we are together the herald of a beautiful world to come.

William F. Marquardt
Professor of Education
University of Illinois
Urbana, Illinois

We are heartily in favor of a "beautiful world to come" and quite willing to share it. Once more, a worthwhile suggestion from a distinguished reader.

To the Editor:

On behalf of the E-SU branches in Orissa and in Kerala, I send our best wishes for your new venture in promoting the use of the English language.

N. Sreedharan Nair
The English-Speaking Union
Vanivihar
Bhubaneswer-4
Orissa, India

To the Editor:

I recently read the first issue of your publication, *English Around The World,* and would like very much to be placed on your mailing list.

The School for International Training of The Experiment in International Living conducts three intensive English language programs per year as well as a number of other short-term intensive programs. The school is located on an estate outside of Brattleboro, Vermont and serves as the language training and orientation center for incoming and outbound Experiment groups from around the world.

We teach English to approximately 300 students per year. Approximately 60% of these come to us from South America and the remaining 40% from Europe and the Near East. They all live on the campus in dormitories which provide a fine setting for real cross-cultural inter-action.

We are very much interested in other English language programs around the world and hope that through your publication we will be better informed about them.

Thomas C. Todd
Director, English Language Program
School for International Training
Experiment in International Living
Brattleboro, Vermont

Limitations of space prevent us from covering adequately the many programs, in the United States and the Commonwealth, as well as in other countries, designed to bring the English language to non-native speakers of English. But this does not mean that we are not concerned with their progress. We should like to remind our readers that, although we can publish only a fraction of the material which we receive, we do keep everything of interest on file, in anticipation of the day when this might serve a useful purpose.

(Continued on page 8)

LETTERS TO THE EDITOR *(from page 7)*

To the Editor:

For some years, our paramount program here in Kansas City, under the Naturalization Council, has been the teaching of English to speakers of other languages. Last summer it was my happy privilege to visit the English Language Centre in London and there get another look at methodology as seen in England. My interest was aroused when a recent issue of *E-SU News* mentioned the English-Speaking Union as looking westward, for I thought immediately of the need for the English language in Asia. Now if there is to be any approach to the continent of Asia through the medium of the language, I would indeed be most interested.

Mrs. Maynor Brock
Executive Director
Naturalization Council,
Metropolitan Area
Kansas City, Missouri

Mrs. Brock is rejerred to our article on the Singapore Centre in this issue of our newsletter, as well as to the report from Indonesia in our first issue.

To the Editor:

I have just been handed an excerpt from the first issue of your newsletter *English Around The World.* I found the article "English in Latin America" to be quite interesting.

As I am an English teacher by profession and presently coordinator of the bilingual secretarial program of the Manizales BNC, I am interested in keeping abreast of the latest developments in English teaching. For this reason I wouid be interested in receiving *English Around The World* on a regular basis.

Mrs. Sandra Tamayo,
Coordinator
Secretariado Bilingue
Centro Colombo-Americano
Manizales, Colombia

ENGLISH IN ISRAEL *(from page 4)*

texts are being produced which are geared specifically to the Hebrew student, with major attention to areas of special difficulty for students with a Hebrew-language background on the one hand and to the special needs of the Israeli student on the other. In addition, 20-minute telecasts, integrated with the program of studies contained in the "English for Speakers of Hebrew" texts, are now in use in many schools throughout the country.

Miss Aronson believes that there are definite grounds for optimism concerning the future of English studies in Israel and, among others, points to "a growing awareness of the need for more professionally-based teacher training, with an added emphasis on a knowledge of general linguistics and the structure of English, in place of the former focus on literary studies."

To the Editor:

Your Editorial Foreword in the November 1969 issue and Professor August Molnar's illuminating report about teaching English in Hungary inspires me to draw your attention to Louis Kossuth's remarkable expertise in the English language.

Louis Kossuth, the principal architect of Hungary's independence from Austria and a legendary champion with a fame far beyond the borders of Hungary, was a lawyer in a small town when, in 1832, he became the leader of the Hungarian Youth Movement. Because of his outspoken views and writings, he was arrested on May 4, 1837 by the military forces of the Habsburgs, and sentenced to serve a four-year prison term. He was released in the spring of 1840 in the course of a general political amnesty.

In this three year period, while he served his prison sentence, he avidly turned to the study of languages, but his principal effort was directed to English. He had access to a limited source of reading material: the Bible, Shakespeare's plays, Walker's Dictionary and Arnold's Grammar. No one seems to know whether he actually had a chance to converse in English while serving his prison term.

Kossuth was already a national hero when he was released from prison in 1840 and became the leader of the Hungarian Independence Movement. In 1849, after the Habsburgs crushed Hungary's independence with the aid of military forces of the Russian Czar, Kossuth fled and went into exile. In 1851 he accepted an invitation to come to the United States.

His reception in Washington and elsewhere was ecstatic. His oratory in English moved not only members of Congress, but people everywhere. Frederic Bancroft, in his book "The Life of William H. Seward," writes about Kossuth's reception in the United States:

> "Had Washington come forth from his tomb to celebrate his victories in war and peace, popular delight could hardly have been greater . . . As the multitudes gazed at his sable garb and plume, and heard the classic English of other centuries uttered in deep, sad tones, they were so charmed as almost to imagine that a God of a heroic age was summoning them to battle."

Wendell Phillips declared in Boston that "Kossuth's name became synonymous with patriotism and devotion to the rights of his race."

Kossuth must have loved the English language to have been able to reach such heights of performance in it.

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